

Kansas Guide to Learning: Literacy Kindergarten – Grade 5

LANGUAGE			
	Effective Instruction and Elements of Curricula Across All Content Areas	Critical Questions and Considerations for Teaching and Learning	Standards Connections
ENVIRONMENT	<p>ENVIRONMENT Establish an environment that prepares students to:</p> <ul style="list-style-type: none"> • Collaborate with others through social, cognitive, and academic interactions in order to utilize language skills as a means for learning. • Demonstrate command of conventions of English grammar and usage in formal and informal situations. • Use language to develop a deep understanding of content. • Integrate and evaluate information. • Acquire and use vocabulary appropriately. • Utilize technology and media. 	<p>How much time are students engaged in discourse related to reading, writing, and content areas throughout the school day?</p> <p>How do teachers structure language situations to lower students' affective filter?</p> <p>How does the environment reflect and validate students' background knowledge?</p> <p>What native-language supports (e.g., bilingual support, cognates, peers, online technology, etc.) are available?</p> <p>Students need ample <i>wait time</i> to think.</p>	<p>KCCS: Language Anchor Standards 1, 2, 3, 4, 5, 6</p> <p>Speaking and Listening Anchor Standards 1, 2</p> <p>KS 15% Anchor Standard 1</p>
MOTIVATION & ENGAGEMENT	<p>MOTIVATION and ENGAGEMENT</p> <p>Motivate students using:</p> <ul style="list-style-type: none"> • Choice • Collaboration • Challenge • Authenticity (e.g., real-life tasks and connections to personal experiences) • Technology <p>Engage students using:</p> <ul style="list-style-type: none"> • Cooperative Learning • Discussions • Literature Circles • Technology 	<p>When constructing discussion groups or literature circles, think about the language proficiencies and cultural backgrounds of students. Organize groups to provide for multiple perspectives and language abilities.</p> <p>Give ample opportunities for students to clarify key concepts in their native language.</p> <p>Engagement drops off when cognitive demand (e.g., level of thinking required) is too high or too low. Plan instruction and academic tasks at the appropriate level of cognitive demand for each student.</p> <p>Ensure that technology and media support learning rather than distract students from the lesson objectives.</p>	<p>KCCS: Language Anchor Standard 1, 3, 4, 5, 6</p> <p>Speaking and Listening Anchor Standards 1, 2, 3</p> <p>KS 15% Anchor Standard 1</p>

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LEARNING OBJECTIVES	<p>LEARNING OBJECTIVES</p> <p>Establish content objectives based on assessment data that is tied to standards.</p> <p>Utilize whole-group and differentiated small-group instruction based on student needs.</p> <p>Post content objectives for students and use them before and after the lesson to help students make connections from previous learning and to monitor or be metacognitive about their own learning.</p> <p>Establish language objectives based on assessment data that is tied to standards.</p> <p>Post language objectives for students.</p> <p>Consider the language domains (e.g., listening, speaking, writing, reading) of an academic task when planning a lesson.</p> <p>Determine the language and language structures needed for students to access the content standard (language function).</p> <p>Determine how the language and the language structures will be taught (e.g., use of language supports: vocabulary, sentence frame, grammatical structures, strategic-use of native- language support, cognates, graphic organizers).</p> <p>Provide explicit and interactive modeling of language.</p> <p>Check that students understand the objectives throughout the lesson and make instructional adjustments during the lesson or reteach as needed.</p> <p>Utilize reading, writing, speaking and listening effectively during lessons which promote thinking and problem-solving skills (e.g., critical thinking and systems thinking, problem identification formulation and solution, creativity and intellectual curiosity).</p> <p>Utilize information and communication skills including media literacy, information literacy, and Information and Communications Technology (ICT) literacy.</p>	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs</p> <p>How do the objectives lead instruction?</p> <p>Content and language objectives must be recognizable throughout the lesson.</p> <p>Refrain from incorporating too many content and language objectives during one lesson.</p> <p>Learning objectives include explicit instruction (e.g., declarative [what], procedural [how], and conditional [why and when] information) and a variety of scaffolding techniques during modeling, guided practice, and independent practice.</p> <p>For districts/schools with ELs, assessment data can help determine the Stage of Language Acquisition, which should guide language objectives.</p> <p>Continuums may be helpful in determining stages of language acquisition.</p> <p>How do teachers use a student's English Language Proficiency Level (e.g., Beginning, High Beginning, Intermediate, High Intermediate, Advanced) to plan instruction that will support movement from one proficiency level to the next?</p> <p>How do listening, speaking, reading, and writing fit with the content objective of the lesson?</p> <p>Teachers should consider purpose and objectives for student language interactions and require students to demonstrate understanding based on their discussions.</p> <p>Does language proficiency influence instructional decisions?</p>	<p>KCCS: Reading: Literature Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing Anchor Standards 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Language Anchor Standards 1, 3, 6</p>

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CONVENTIONS OF STANDARD ENGLISH	<p>Research does NOT support teaching grammar in isolation. <i>The Kansas Guide to Learning: Literacy</i> details the conventions of standard English and assumes that teachers are teaching them within reading, writing, speaking and listening contexts, rather than in isolation. This information also is included in the Reading, Writing, Speaking, and Listening tables.</p>		
CONVENTIONS OF STANDARD ENGLISH	<p>CONVENTIONS OF STANDARD ENGLISH Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content: Grammar and Usage:</p> <ul style="list-style-type: none"> • Parts of Speech (e.g., noun, adjective, verb, adverb, conjunction, pronouns, preposition, article). • Sentence Structures (e.g., simple, compound, complex, compound-complex sentences) and Functions (e.g., statement, question, command, exclamation). • Appropriate forms (e.g., singular, plural, subject-verb agreement). <p>Capitalization Punctuation Spell words using:</p> <ul style="list-style-type: none"> • sound/letter relationships and • patterns. <p>Spell high-frequency sight words.</p> <p>Provide an instructional framework for teaching conventions of standard English:</p> <ul style="list-style-type: none"> • Activate Prior Knowledge and Cultural Connections. Start with oral examples (e.g., elicit from students a past tense sentence – “What did you do last night when you went home?”). • Guided Practice: Provide students with multiple practice items. • Examination of grammar and appropriate usage in authentic text (e.g., appropriate use of past tense in books or own writing). • Application in writing, speaking, reading, or listening. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners’ needs.</p> <p>Guide students to compare the conventions of their native language and those of English.</p> <p>How does your instruction provide opportunities for students to practice and apply their understanding of English grammar within meaningful contexts?</p> <p>Group culturally and linguistically diverse students with native English speakers to promote acquisition and use of the conventions of standard English conventions.</p> <p>Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.</p> <p>How does the use of grammar differ in reading, writing, or speaking?</p> <p>Standard English conventions should be taught through reading and writing, NOT in isolation.</p> <p>All languages have the components of Form (e.g., phonology, morphology, syntactics), Content (semantics) and Use (pragmatics).</p>	<p>KCCS: Language Anchor Standards 1, 2</p>

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KNOWLEDGE OF LANGUAGE	<p>KNOWLEDGE OF LANGUAGE</p> <p>Explicit instruction and scaffolding within the contexts of reading, writing, speaking, and listening about content:</p> <p>Knowledge of language and its conventions</p> <ul style="list-style-type: none"> • Utilize English appropriately in formal and informal situations. • Adjust use of language based on contexts (e.g., presenting ideas vs. small-group discussion). • Choose words and phrases for effect. • Choose punctuation for effect. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>Explicitly teach and model how to use formal and informal language in a variety of contexts and situations.</p> <p>Provide frequent opportunities for interaction and discussion to supply "oral rehearsal" for reading and writing.</p> <p>Differentiate instruction for students whose linguistic and academic development is outside the range of grade level.</p>	<p>KCCS: Language Anchor Standard 3</p>

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VOCABULARY ACQUISITION AND USE	<p>VOCABULARY ACQUISITION AND USE Explicit instruction and scaffolding in vocabulary by:</p> <ul style="list-style-type: none"> • Providing meaningful instruction that includes opportunities for students to attend to vocabulary words before, during, and after the lesson. • Using a COMMON FRAMEWORK (e.g., Marzano & Pickering (2005) Six-Step Process; Beck, McKeown, & Kucan (2002) Robust Vocabulary Instruction) for vocabulary instruction that includes the characteristics of effective vocabulary instruction. (e.g., connect to background knowledge, create relationships between known words and new words, incorporate meaningful use, provide multiple exposures in a variety of contexts, utilize higher-level word knowledge.) • Differentiating between context that supports vocabulary and context that is less supportive. • Using models (e.g., semantic feature analysis, Frayer Model, etc.) for creating depth of word knowledge (e.g., definition, synonyms, antonyms, and association) • Using word origins to determine unknown words. <ul style="list-style-type: none"> ○ Common affixes and roots (e.g., Greek & Latin) to determine unknown words. • Using vocabulary strategies (e.g., Vocabulary Self-Collection Strategy; Knowledge Rating) to determine unknown words. • Using examples and non-examples. • Interpreting figurative language. <ul style="list-style-type: none"> ○ Metaphors ○ Similes ○ Personification ○ Idioms • Using resource materials (e.g., glossaries, dictionaries, digital resources, visuals). • Encouraging wide reading and word consciousness. 	<p>What elements of a comprehensive assessment system would assist in gathering data relative to student learning and in planning for future teaching and learning?</p> <p>Regardless of the program or framework utilized within a district, it is essential the decision-making process consider the student population being served, therefore activities may need to be altered and accommodations used to match the learners' needs.</p> <p>How do you use student interaction to foster attention to nuances in word meaning?</p> <p>Incorporate ample opportunities for students to talk and interact with the text, so they can understand how to identify context clues that help them focus on the nuances of words meanings.</p> <p>Provide meaningful strategies to support students' understanding of the meaning behind figurative language.</p> <p>Provide numerous "within the context" opportunities for students to practice figurative language.</p> <p>Help students create mental images associated with figurative language to solidify their understanding of the context behind the language?</p> <p>All languages have the components of Form (e.g., phonology, morphology, syntactics), Content (semantics) and Use (pragmatics).</p>	<p>KCCS: Language Anchor Standards 4, 5, 6</p> <p>Reading Anchor Standard 4</p> <p>Writing Anchor Standard 4</p>